



Kentucky Department of Education
SBDM Resource Booklet
 2017

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160.345 Definitions – Required adoption of school councils for school-based decision making – Composition – Responsibilities – Professional development – Exemption – Formula for allocation of school district funds – Intentionally engaging in conduct detrimental to school-based decision making by board member, superintendent, district employee, or school council member – Complaint procedure – Disciplinary action – Rescission of right to establish and powers of council – Wellness policy.

(1) For the purpose of this section:

Minority	(a) “Minority” means American Indian; Alaskan native; African-American; Hispanic, including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin; Pacific Islander; or other ethnic group underrepresented in the school;
School	(b) “School” means an elementary or secondary educational institution that is under the administrative control of a principal and is not a program or part of another school. The term “school” does not include district-operated schools that are: <ol style="list-style-type: none"> 1. Exclusively vocational-technical, special education, or preschool programs; 2. Instructional programs operated in institutions or schools outside of the district; or 3. Alternative schools designed to provide services to at-risk populations with unique needs;
Teacher	(c) “Teacher” means any person for whom certification is required as a basis of employment in the public schools of the state, with the exception of principals and assistant principals; and
Parent	(d) “Parent” means: <ol style="list-style-type: none"> 1. A parent, stepparent, or foster parent of a student; or 2. A person who has legal custody of a student pursuant to a court order and with whom the student resides.
Reporting to the Board	(2) Each local board of education shall adopt a policy for implementing school-based decision making in the district which shall include, but not be limited to, a description of how the district's policies, including those developed pursuant to KRS 160.340, have been amended to allow the professional staff members of a school to be involved in the decision making process as they work to meet educational goals established in KRS 158.645 and 158.6451. The policy may include a requirement that each school council make an annual report at a public meeting of the board describing the school's progress in meeting the educational goals set forth in KRS 158.6451 and district goals established by the board. The policy shall also address and comply with the following:
Council Members	(a) Except as provided in paragraph (b)2. of this subsection, each participating school shall form a school council composed of two (2) parents, three (3) teachers, and the principal or administrator. The membership of the council may be increased, but it may only be increased proportionately. A parent representative on the council shall not be an employee or a relative of an employee of the school in which that parent serves, nor shall the parent representative be an employee or a relative of an employee in the district administrative offices. A parent representative shall not be a local board

member or a board member's spouse. None of the members shall have a conflict of interest pursuant to KRS Chapter 45A, except the salary paid to district employees;

Regular Elections	(b) 1. The teacher representatives shall be elected for one (1) year terms by a majority of the teachers. A teacher elected to a school council shall not be involuntarily transferred during his or her term of office. The parent representatives shall be elected for one (1) year terms. The parent members shall be elected by the parents of students preregistered to attend the school during the term of office in an election conducted by the parent and teacher organization of the school or, if none exists, the largest organization of parents formed for this purpose. A school council, once elected, may adopt a policy setting different terms of office for parent and teacher members subsequently elected. The principal shall be the chair of the school council.
Minority Elections	2. School councils in schools having eight percent (8%) or more minority students enrolled, as determined by the enrollment on the preceding October 1, shall have at least one (1) minority member. If the council formed under paragraph (a) of this subsection does not have a minority member, the principal, in a timely manner, shall be responsible for carrying out the following: <ul style="list-style-type: none">a. Organizing a special election to elect an additional member. The principal shall call for nominations and shall notify the parents of the students of the date, time, and location of the election to elect a minority parent to the council by ballot; andb. Allowing the teachers in the building to select one (1) minority teacher to serve as a teacher member on the council. If there are no minority teachers who are members of the faculty, an additional teacher member shall be elected by a majority of all teachers. Term limitations shall not apply for a minority teacher member who is the only minority on faculty;
Set Policy to Enhance Achievement	(c) 1. The school council shall have the responsibility to set school policy consistent with district board policy which shall provide an environment to enhance the students' achievement and help the school meet the goals established by KRS 158.645 and 158.6451. The principal shall be the primary administrator and the instructional leader of the school, and with the assistance of the total school staff shall administer the policies established by the school council and the local board.
Committees	2. If a school council establishes committees, it shall adopt a policy to facilitate the participation of interested persons, including, but not limited to, classified employees and parents. The policy shall include the number of committees, their jurisdiction, composition, and the process for membership selection;
Agendas & Meetings	(d) The school council and each of its committees shall determine the frequency of and agenda for their meetings. Matters relating to formation of school councils that are not provided for by this section shall be addressed by local board policy; (e) The meetings of the school council shall be open to the public and all interested persons may attend. However, the exceptions to open meetings provided in KRS 61.810 shall apply;

Staffing	(f) After receiving notification of the funds available for the school from the local board, the school council shall determine, within the parameters of the total available funds, the number of persons to be employed in each job classification at the school. The council may make personnel decisions on vacancies occurring after the school council is formed but shall not have the authority to recommend transfers or dismissals;
Textbooks, Instructional Materials, and Student Support	(g) The school council shall determine which textbooks, instructional materials, and student support services shall be provided in the school. Subject to available resources, the local board shall allocate an appropriation to each school that is adequate to meet the school's needs related to instructional materials and school-based student support services, as determined by the school council. The school council shall consult with the school media librarian on the maintenance of the school library media center, including the purchase of instructional materials, information technology, and equipment;
Hiring	<p>(h) Personnel decisions at the school level shall be as follows:</p> <ol style="list-style-type: none"> 1. From a list of qualified applicants submitted by the local superintendent, the principal at the participating school shall select personnel to fill vacancies, after consultation with the school council, consistent with paragraph (i)11. of this subsection. The superintendent shall provide additional applicants to the principal upon request when qualified applicants are available. The superintendent may forward to the school council the names of qualified applicants who have pending certification from the Education Professional Standards Board based on recent completion of preparation requirements, out-of-state preparation, or alternative routes to certification pursuant to KRS 161.028 and 161.048. Requests for transfer shall conform to any employer-employee bargained contract which is in effect; 2. a. i. If the vacancy to be filled is the position of principal, the outgoing principal shall not serve on the council during the principal selection process. The superintendent or the superintendent's designee shall serve as the chair of the council for the purpose of the hiring process and shall have voting rights during the selection process. ii. Except as provided in subdivision b. of this subparagraph, the council shall have access to the applications of all persons certified for the position. The principal shall be elected on a majority vote of the membership of the council. No principal who has been previously removed from a position in the district for cause may be considered for appointment as principal. The school council shall receive training in recruitment and interviewing techniques prior to carrying out the process of selecting a principal. The council shall select the trainer to deliver the training; b. An alternative principal selection process may be used by the school council as follows:

- i. Prior to a meeting called to select a principal, all school council members shall receive informational materials regarding Kentucky open records and open meetings laws and sign a nondisclosure agreement forbidding the sharing of information shared and discussions held in the closed session;
 - ii. The superintendent shall convene the school council and move into closed session as provided in KRS 61.810(1)(f) to confidentially recommend a candidate;
 - iii. The council shall have the option to interview the recommended candidate while in closed session; and
 - iv. After any discussion, at the conclusion of the closed session, the council shall decide, in a public meeting by majority vote of the membership of the council, whether to accept or reject the recommended principal candidate;
 - c. If the recommended candidate is selected, and the recommended candidate accepts the offer, the name of the candidate shall be made public during the next meeting in open session;
 - d.
 - i. If the recommended candidate is not accepted by the school council under subdivision b. of this subparagraph, then the process set forth in subdivision a. of this subparagraph shall apply.
 - ii. The confidentially recommended candidate's name and the discussions of the closed session shall remain confidential under KRS 61.810(1)(f), and any documents used or generated during the closed meeting shall not be subject to an open records request as provided in KRS 61.878(1)(i) and (j).
 - iii. A recommended candidate who believes a violation of this subdivision has occurred may file a written complaint with the Kentucky Board of Education.
 - iv. A school council member who is found to have disclosed confidential information regarding the proceeding of the closed session shall be subject to removal from the school council by the Kentucky Board of Education under subsection (9)(e) of this section;
 3. Personnel decisions made at the school level under the authority of subparagraphs 1 and 2. of this paragraph shall be binding on the superintendent who completes the hiring process;
 4. Applicants subsequently employed shall provide evidence that they are certified prior to assuming the duties of a position in accordance with KRS 161.020; and
 5. Notwithstanding other provisions of this paragraph, if the applicant is the spouse of the superintendent and the applicant meets the service requirements of KRS 160.380(2)(e), the applicant shall only be employed upon the recommendation of the principal and the approval of a majority vote of the school council;
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- (i) The school council shall adopt a policy to be implemented by the principal in the following additional areas:
1. Determination of curriculum, including needs assessment, curriculum development and responsibilities under KRS 158.6453(19);
 2. Assignment of all instructional and noninstructional staff time;
 3. Assignment of students to classes and programs within the school;
 4. Determination of the schedule of the school day and week, subject to the beginning and ending times of the school day and school calendar year as established by the local board;
 5. Determination of use of school space during the school day related to improving classroom teaching and learning;
 6. Planning and resolution of issues regarding instructional practices;
 7. Selection and implementation of discipline and classroom management techniques as a part of a comprehensive school safety plan, including responsibilities of the student, parent, teacher, counselor, and principal;
 8. Selection of extracurricular programs and determination of policies relating to student participation based on academic qualifications and attendance requirements, program evaluation, and supervision;
 9. Adoption of an emergency plan as required in KRS 158.162;
 10. Procedures, consistent with local school board policy, for determining alignment with state standards, technology utilization, and program appraisal; and
 11. Procedures to assist the council with consultation in the selection of personnel by the principal, including but not limited to meetings, timelines, interviews, review of written applications, and review of references. Procedures shall address situations in which members of the council are not available for consultation; and

- (j) Each school council shall annually review data as shown on state and local student assessments required under KRS 158.6453. The data shall include but not be limited to information on performance levels of all students tested, and information on the performance of students disaggregated by race, gender, disability, and participation in the federal free and reduced price lunch program. After completing the review of data, each school council, with the involvement of parents, faculty, and staff, shall develop and adopt a plan to ensure that each student makes progress toward meeting the goals set forth in KRS 158.645 and 158.6451(1)(b) by April 1 of each year and submit the plan to the superintendent and local board of education for review as described in KRS 160.340. The Kentucky Department of Education shall provide each school council the data needed to complete the review required by this paragraph no later than October 1 of each year. If a school does not have a council, the review shall be completed by the principal with the involvement of parents, faculty, and staff.

Issues for School Board SBDM Policy	<p>(3) The policies adopted by the local board to implement school-based decision making shall also address the following:</p> <ul style="list-style-type: none"> (a) School budget and administration, including: discretionary funds; activity and other school funds; funds for maintenance, supplies, and equipment; and procedures for authorizing reimbursement for training and other expenses; (b) Assessment of individual student progress, including testing and reporting of student progress to students, parents, the school district, the community, and the state; (c) School improvement plans, including the form and function of strategic planning and its relationship to district planning, as well as the school safety plan and requests for funding from the Center for School Safety under KRS 158.446; (d) Professional development plans developed pursuant to KRS 156.095; (e) Parent, citizen, and community participation including the relationship of the council with other groups; (f) Cooperation and collaboration within the district, with other districts, and with other public and private agencies; (g) Requirements for waiver of district policies; (h) Requirements for record keeping by the school council; and (i) A process for appealing a decision made by a school council.
Insurance & Additional Authority	<p>(4) In addition to the authority granted to the school council in this section, the local board may grant to the school council any other authority permitted by law. The board shall make available liability insurance coverage for the protection of all members of the school council from liability arising in the course of pursuing their duties as members of the council.</p>
Abolishing a Council	<p>(5) All schools shall implement school-based decision making in accordance with this section and with the policy adopted by the local board pursuant to this section. Upon favorable vote of a majority of the faculty at the school and a majority of at least twenty-five (25) voting parents of students enrolled in the school, a school meeting its goal as determined by the Department of Education pursuant to KRS 158.6455 may apply to the Kentucky Board of Education for exemption from the requirement to implement school-based decision making, and the state board shall grant the exemption. The voting by the parents on the matter of exemption from implementing school-based decision making shall be in an election conducted by the parent and teacher organization of the school or, if none exists, the largest organization of parents formed for this purpose. Notwithstanding the provisions of this section, a local school district shall not be required to implement school-based decision making if the local school district contains only one (1) school.</p>
Council Training	<p>(6) The Department of Education shall provide professional development activities to assist schools in implementing school-based decision making. School council members elected for the first time shall complete a minimum of six (6) clock hours of training in the process of school-based decision making, no later than thirty (30) days after the beginning of the service year for which they are elected to serve. School council members who have served on a school council at least one (1) year shall complete a minimum of three (3) clock hours of training in the process of school-based decision making no later than one hundred twenty (120) days after the beginning of the service year for which they are elected to serve.</p>

Experienced members may participate in the training for new members to fulfill their training requirement. School council training required under this subsection shall be conducted by trainers endorsed by the Department of Education. By November 1 of each year, the principal through the local superintendent shall forward to the Department of Education the names and addresses of each council member and verify that the required training has been completed. School council members elected to fill a vacancy shall complete the applicable training within thirty (30) days of their election.

Alternative Models	(7) A school that chooses to have school-based decision making but would like to be exempt from the administrative structure set forth by this section may develop a model for implementing school-based decision making, including but not limited to a description of the membership, organization, duties, and responsibilities of a school council. The school shall submit the model through the local board of education to the commissioner of education and the Kentucky Board of Education, which shall have final authority for approval. The application for approval of the model shall show evidence that it has been developed by representatives of the parents, students, certified personnel, and the administrators of the school and that two-thirds (2/3) of the faculty have agreed to the model.
Allocations & Professional Development	(8) The Kentucky Board of Education, upon recommendation of the commissioner of education, shall adopt by administrative regulation a formula by which school district funds shall be allocated to each school council. Included in the school council formula shall be an allocation for professional development that is at least sixty-five percent (65%) of the district's per pupil state allocation for professional development for each student in average daily attendance in the school. The school council shall plan professional development in compliance with requirements specified in KRS 156.095, except as provided in KRS 158.649. School councils of small schools shall be encouraged to work with other school councils to maximize professional development opportunities.
Interference with the Council	(9) (a) No board member, superintendent of schools, district employee, or member of a school council shall intentionally engage in a pattern of practice which is detrimental to the successful implementation of or circumvents the intent of school-based decision making to allow the professional staff members of a school and parents to be involved in the decision making process in working toward meeting the educational goals established in KRS 158.645 and 158.6451 or to make decisions in areas of policy assigned to a school council pursuant to paragraph (i) of subsection (2) of this section. (b) An affected party who believes a violation of this subsection has occurred may file a written complaint with the Office of Education Accountability. The office shall investigate the complaint and resolve the conflict, if possible, or forward the matter to the Kentucky Board of Education. (c) The Kentucky Board of Education shall conduct a hearing in accordance with KRS Chapter 13B for complaints referred by the Office of Education Accountability. (d) If the state board determines a violation has occurred, the party shall be subject to reprimand. A second violation of this subsection may be grounds for removing a superintendent, a member of a school council, or school board member from office or grounds for dismissal of an employee for misconduct in office or willful neglect of duty.

- (e) Notwithstanding paragraph (d) of this subsection and KRS 7.410(2)(c), if the state board determines a violation of the confidentiality requirements set forth in subsection (2)(h)2. of this section by a school council member has occurred, the state board shall remove the member from the school council, and the member shall be permanently prohibited from serving on any school council in the district.

Accountability	(10) Notwithstanding subsections (1) to (9) of this section, a school's right to establish or maintain a school-based decision making council and the powers, duties, and authority granted to a school council may be rescinded or the school council's role may be advisory if the commissioner of education or the Kentucky Board of Education takes action under KRS 160.346.
Wellness Policy	(11) Each school council of a school containing grades K-5 or any combination thereof, or if there is no school council, the principal, shall develop and implement a wellness policy that includes moderate to vigorous physical activity each day and encourages healthy choices among students. The policy may permit physical activity to be considered part of the instructional day, not to exceed thirty (30) minutes per day, or one hundred and fifty (150) minutes per week. Each school council, or if there is no school council, the principal, shall adopt an assessment tool to determine each child's level of physical activity on an annual basis. The council or principal may utilize an existing assessment program. The Kentucky Department of Education shall make available a list of available resources to carry out the provisions of this subsection. The department shall report to the Legislative Research Commission no later than November 1 of each year on how the schools are providing physical activity under this subsection and on the types of physical activity being provided. The policy developed by the school council or principal shall comply with provisions required by federal law, state law, or local board policy.
Contract	(12) Discretionary authority exercised under subsection (2)(h)2.b. of this section shall not violate provisions of any employer-employee bargained contract existing between the district and its employees.

Kentucky's General Assembly Model Curriculum Framework for Students

KRS 158.6451 Legislative declaration on goals for Commonwealth's schools—Model curriculum framework

- (1) The General Assembly finds, declares, and establishes that:
 - (a) Schools shall expect a high level of achievement of all students.
 - (b) Schools shall develop their students' ability to:
 1. Use basic communication and mathematic skills for purposes and situations they will encounter throughout their lives;
 2. Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, and practical living studies to situations they will encounter throughout their lives;
 3. Become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, hard work, honesty, human worth, justice, knowledge, patriotism, respect, responsibility, and self-discipline;
 4. Become responsible members of a family, work group, or community, including demonstrating effectiveness in community service;
 5. Think and solve problems in school situations and in a variety of situations they will encounter in life;
 6. Connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources; and
 7. Express their creative talents and interests in visual arts, music, dance, and dramatic arts.
 - (c) Schools shall increase their students' rate of school attendance.
 - (d) Schools shall increase their students' graduation rates and reduce their students' dropout and retention rates.
 - (e) Schools shall reduce physical and mental health barriers to learning.
 - (f) Schools shall be measured on the proportion of students who make a successful transition to work, post-secondary education, and the military.
- (2) The Kentucky Board of Education shall disseminate to local school districts and schools a model curriculum framework which is directly tied to the goals, outcomes, and assessment strategies developed pursuant to this section and KRS 158.645 and 158.6453. The framework shall provide direction to local districts and schools as they develop their curriculum. The framework shall identify teaching and assessment strategies, instructional material resources, ideas on how to incorporate the resources of the community, a directory of model teaching sites, alternative ways of using school time, and strategies to incorporate character education throughout the curriculum.

Student Free Speech and Religious Liberty Rights

KRS 158.186 states the following: *The Department of Education shall send electronic or paper copies of KRS 158.183 and 158.195 to each local school board, school-based decision making council, and certified employee in Kentucky on an annual basis.*

158.183 Prohibited acts by students -- Rights of student -- Duties of local board of education -- Administrative remedies.

(1) Consistent with the Constitutions of the United States of America and the Commonwealth of Kentucky, a student shall have the right to carry out an activity described in any of paragraphs (a) to (j) of subsection (2) of this section, if the student does not:

- (a) Infringe on the rights of the school to:
 - 1. Maintain order and discipline;
 - 2. Prevent disruption of the educational process; and
 - 3. Determine educational curriculum and assignments;
- (b) Harass other persons or coerce other persons to participate in the activity; or
- (c) Otherwise infringe on the rights of other persons.

(2) Consistent with the Constitutions of the United States of America and the Commonwealth of Kentucky, and subject to the provisions of subsection (1) of this section, a student shall be permitted to voluntarily:

- (a) Pray or engage in religious activities in a public school, vocally or silently, alone or with other students to the same extent and under the same circumstances as a student is permitted to vocally or silently reflect, meditate, speak on, or engage in nonreligious matters alone or with other students in the public school;
- (b) Express religious or political viewpoints in a public school to the same extent and under the same circumstances as a student is permitted to express viewpoints on nonreligious or nonpolitical topics or subjects in the school;
- (c) Express religious or political viewpoints in classroom, homework, artwork, and other written and oral assignments free from discrimination or penalty based on the religious or political content of the submissions;
- (d) Speak to and attempt to discuss religious or political viewpoints with other students in a public school to the same extent and under the same circumstances as a student is permitted to speak to and attempt to share nonreligious or nonpolitical viewpoints with other students. However, any student may demand that this speech or these attempts to share religious or political viewpoints not be directed at him or her;
- (e) Distribute religious or political literature in a public school, subject to reasonable time, place, and manner restrictions to the same extent and under the same circumstances as a student is permitted to distribute literature on nonreligious or nonpolitical topics or subjects in the school;
- (f) Display religious messages on items of clothing to the same extent that a student is permitted to display nonreligious messages on items of clothing;
- (g) Access public secondary school facilities during noninstructional time as a member of a religious student organization for activities that may include prayer, Bible reading, or other

worship exercises to the same extent that members of nonreligious student organizations are permitted access during noninstructional time;

(h) Use school media, including the public address system, the school newspaper, and school bulletin boards, to announce student religious meetings to the same extent that a student is permitted to use school media to announce student nonreligious meetings;

(i) Meet as a member of a religious student group during noninstructional time in the school day to the same extent that members of nonreligious student groups are permitted to meet, including before and after the school day; and

(j) Be absent, in accordance with attendance policy, from a public school to observe religious holidays and participate in other religious practices to the same extent and under the same circumstances as a student is permitted to be absent from a public school for nonreligious purposes.

(3) Consistent with its obligations to respect the rights secured by the Constitutions of the United States of America and the Commonwealth of Kentucky, a local board of education shall ensure that:

- (a)
 - 1. The selection of students to speak at official events is made without regard to the religious or political viewpoint of the student speaker;
 - 2. The prepared remarks of the student are not altered before delivery, except in a viewpoint-neutral manner, unless requested by the student. However, student speakers shall not engage in speech that is obscene, vulgar, offensively lewd, or indecent; and
 - 3. If the content of the student's speech is such that a reasonable observer may perceive affirmative school sponsorship or endorsement of the student speaker's religious or political viewpoint, the school shall communicate, in writing, orally, or both, that the student's speech does not reflect the endorsement, sponsorship, position, or expression of the school;
- (b) Religious and political organizations are allowed equal access to public forums on the same basis as nonreligious and nonpolitical organizations; and
- (c) No recognized religious or political student organization is hindered or discriminated against in the ordering of its internal affairs, selection of leaders and members, defining of doctrines and principles, and resolving of organizational disputes in the furtherance of its mission, or in its determination that only persons committed to its mission should conduct these activities.

(4) Consistent with its obligations to respect the rights secured by the Constitutions of the United States of America and the Commonwealth of Kentucky, a local board of education shall permit public schools in the district to sponsor artistic or theatrical programs that advance students' knowledge of society's cultural and religious heritage, as well as provide opportunities for students to study and perform a wide range of music, literature, poetry, and drama.

(5) No action may be maintained under KRS 158.181 to 158.187 unless the student has exhausted the following administrative remedies;

- (a) The student or the student's parent or guardian shall state his or her complaint to the school's principal. The principal shall investigate and take appropriate action

- to ensure the rights of the student are resolved within seven (7) days of the date of the complaint;
- (b) If the concerns are not resolved, then the student or the student's parent or guardian shall make a complaint in writing to the superintendent with the specific facts of the alleged violation;
 - (c) The superintendent shall investigate and take appropriate action to ensure that the rights of the student are resolved within thirty (30) days of the date of the written complaint; and
 - (d) Only after the superintendent's investigation and action may a student or the student's parent or legal guardian pursue any other legal action.

Effective: June 29, 2017

158.195 Reading and posting in public schools of texts and documents on American history and heritage.

Local boards may allow any teacher or administrator in a public school district of the Commonwealth to read or post in a public school building, classroom, or event any excerpts or portions of: the national motto; the national anthem; the pledge of allegiance; the preamble to the Kentucky Constitution; the Declaration of Independence; the Mayflower Compact; the writings, speeches, documents, and proclamations of the founding fathers and presidents of the United States; United States Supreme Court decisions; and acts of the United States Congress including the published text of the Congressional Record. There shall be no content-based censorship of American history or heritage in the Commonwealth based on religious references in these writings, documents, and records.

Effective: July 14, 1992

WHAT COUNCILS DO

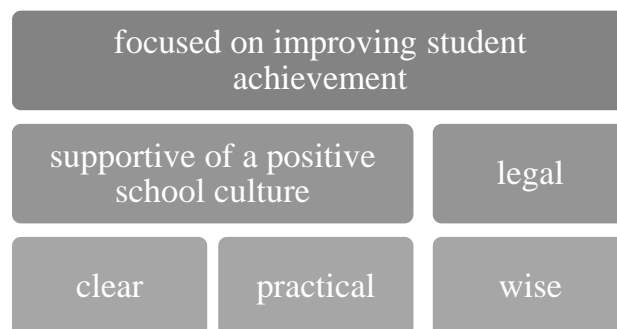
PLAN	<i>Targets for closing achievement gaps</i> <i>School improvement plan</i> <i>School safety plan</i> <i>Ungraded primary program</i>
PLANNING PROCESS	<i>Test scores analysis</i> <i>Alignment with state standards</i> <i>Technology use</i>
PROFESSIONAL DEVELOPMENT	<i>Professional development</i>
BUDGETS	<i>Spending on staff</i> <i>Spending for textbooks, instructional materials and student support</i> <i>Use of rewards money</i>
POLICIES	<i>Curriculum</i> <i>Staff time assignment</i> <i>Student assignment</i> <i>School schedule</i> <i>School space</i> <i>Instructional practices</i> <i>Discipline</i> <i>Extracurricular programs</i> <i>State standards alignment</i> <i>Technology use</i> <i>Program evaluation</i> <i>Consultation</i> <i>Committees</i> <i>Parent engagement</i> <i>Wellness</i>
CONSULTATION PROCESS	<i>Discussion regarding vacancies</i> <i>(before principal selects people to be hired)</i>
PRINCIPAL SELECTION	<i>Selection of new principal</i>

<i>Break state or federal laws</i> <i>Risk health and safety</i> <i>Risk lawsuits</i> <i>Make decisions outside of their areas of responsibility</i> <i>Spend money a school does not have</i> <i>Create a successful school without strong support from the whole school community</i>
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COUNCILS must adopt a policy in the following areas:

POLICY AREA:	DESCRIPTION:
CURRICULUM	... what students will learn
ASSIGNMENT OF INSTRUCTIONAL & NON-INSTRUCTIONAL STAFF TIME	... how all staff will use work time
STUDENT ASSIGNMENT	... how students will be assigned to classes and programs
SCHOOL SCHEDULE	... how the school day will be divided and used
SCHOOL SPACE	... how classrooms and other areas of the school will be used to improve teaching and learning
INSTRUCTIONAL PRACTICES	... how students will be taught
DISCIPLINE	... how students will learn to behave well
EXTRACURRICULAR PROGRAMS	... which activities students will be offered beyond the curriculum
STATE STANDARDS ALIGNMENT	... how the school will make sure it meets or exceeds state standards
TECHNOLOGY USE	... how the school will utilize technology tools
PROGRAM EVALUATION	... how the school will check whether its programs are effective
CONSULTATION	... process for working with the principal on filling vacancies
COLLEGE-LEVEL COURSES	... recruiting students for Advanced Placement or area college classes
COMMITTEES	... number, jurisdiction, composition, membership selection, involvement
WELLNESS	... physical activity and healthy choices (required for grades K-5)
WRITING	... provides guidelines for including effective writing programs in curriculum
EMERGENCY PLANS	... satisfies requirements of KRS 160.345(2)(i)(9) <i>*Discussions relating to specifics of the school's emergency plan may be conducted in closed session of a school council meeting. The emergency plan is exempt from open records requests.</i>
PARENT INVOLVEMENT POLICY	... meets the requirements of Title I, Part A

COUNCIL POLICIES should be...



REQUIRED SBDM DECISION AREAS		
DECISION	TOPIC	LOCATION
Primary Program	<i>Determine the organization of its ungraded primary program, including the extent to which multiage groups are necessary.</i>	KRS 158.031(4)
Flexible Grouping	<i>Configuration of flexible grouping for academics, including, but not limited to, multiage and multiability grouping for students, cooperative learning, discovery learning and themes and projects.</i>	KRS 158.031
Annual Review of Data	<i>Annual review that includes families, faculty and staff from the school in determining the targets to close achievement gaps as part of the improvement planning process.</i>	KRS 160.345(2)(j)
Meeting Frequency and Agenda	<i>Determine the schedule for regular school council meetings, as well as the process for agenda development and distribution.</i>	KRS 160.345(2)(d)
Meetings	<i>Set procedures to ensure that all school council meetings adhere to Kentucky's open meetings statutes.</i>	KRS 160.345(2)(e) KRS 61.810
Number of Person Per Job Classification	<i>Determination of the number of positions for each job classification, looking at the positions and not the personnel that occupy a position at any given time</i>	KRS 160.345(2)(f)
Determining Textbooks, Instructional Materials and Student Support Services	<i>Determining the instructional materials, including textbooks, and the services that will be used to support the curriculum.</i>	KRS 160.345(2)(g)
Principal Selection	<i>Procedures that the school council will follow during principal selection, including those procedures outlined in statute.</i>	KRS 160.345(2)(h)
Mandated School Council Member Training	<i>Determining procedures to ensure that all school council members have completed the mandated training requirement.</i>	KRS 160.345(6)
School Budget	<i>Procedures to address the use of discretionary, activity and other school funds.</i>	KRS 160.345(3)(a)
Reporting of Student Progress	<i>Determining the format for the reporting of data and student progress.</i>	KRS 160.345(3)(b)
School Improvement Planning Process	<i>Determine procedures, within board policy, for improvement planning.</i>	KRS 160.345(3)(c)
Professional Development Plans	<i>Determine professional development activities to address identified needs within the school improvement plan.</i>	KRS 160.345(3)(d) KRS 160.345(8) KRS 158.060(4)

KY Open Meetings & Open Records

Kentucky's Open Meetings Act protects the rights of the general public to know the actions and decision of its public agencies. School councils and their committees are public agencies and therefore, are required to comply with all aspects of the Open Meetings Statute. All meetings where a quorum of the membership is present, where public business is being discussed, or at which time actions or decisions are made, are open meetings to the public.

Applicable Statutes
KRS 61.810 – Exceptions to open meetings
KRS 61.815 – Requirements for conducting closed sessions
KRS 61.820 – Schedule of regular meetings to be made available
KRS 61.823 – Special meetings, Emergency meetings
KRS 61.835 – Minutes to be recorded, open to public

Open Meetings Act Applies Whenever...	
<div>1. A majority of the school council or committee is present.</div> <div>2. Business is discussed even if no action is taken.</div>	
<div>REGULAR MEETINGS:</div> <div>1. The school council and each of its committees set its own regular meeting schedule.</div> <div>2. Regular meetings must be held at a specific scheduled time and place convenient to the public. The school council must provide a schedule of these meetings to the public.</div> <div>3. The schedule must list the dates, times, and place for each regular meeting.</div> <div>4. The schedule must be available to all stakeholders and to any media agency that request it. It is best practice to give the district SBDM coordinator a copy of all regular meeting schedules to keep at the district office.</div>	<div>SPECIAL MEETINGS:</div> <div>1. The chairperson or a majority of the school council members can call a special meeting outside the regular meeting schedule.</div> <div>2. Written notice must be provided to all members of the school council or the committee either by fax, regular mail, email or hand delivery 24 hours in advance of the meeting.</div> <div>3. The notice must include the date, time, place and agenda of the meeting.</div> <div>4. A special meeting agenda cannot be amended.</div> <div>5. It is best practice to send a copy of the special meeting notice to the district SBDM coordinator and any media agencies that request it.</div>

OPEN SESSION	CLOSED SESSION
<ul style="list-style-type: none"> • Regular and special meetings must be open to the public. • Council and committee decisions must be made in open session. • Exceptions for open meetings are allowed when a closed session is properly called for and permissible. 	<ul style="list-style-type: none"> • Closed sessions can be called for any of the 13 permissible reasons; however, the following reasons pertain to councils: <ul style="list-style-type: none"> → <i>discussing actual or potential litigation</i> → <i>discussing the appointment of individuals</i> → <i>discussing the school's emergency plan</i> • Closed sessions must be called by completing the following: <ul style="list-style-type: none"> → <i>announcing a need for closed session and</i> → <i>providing a general description of the issue to be considered and</i> → <i>identifying the statutory section that allows it and</i> → <i>obtaining a motion to go into closed session and</i> → <i>obtaining consensus.</i> • During a closed session, the council or committee can discuss only the issue described. • The council or committee must return to open session before taking any action.
MINUTES	

- ✓ Must describe motion and outcome
- ✓ Need to be approved (after any amendments) at the next meeting
- ✓ Must be available to the public immediately after the next meeting
- ✓ Councils are not required to take minutes in closed session.

School councils are required to maintain and retain records. The Kentucky Department for Libraries and Archives (KDLA) has established a records retention schedule for public school districts. School councils must retain permanent records, while some other records may be disposed:

PERMANANT RECORDS
<ul style="list-style-type: none"> • <i>Annual financial audit report</i> • <i>Annual school report</i> • <i>Budget allocation to council</i> • <i>Official correspondence</i> • <i>SBDM council bylaws</i> • <i>SBDM council minutes</i> • <i>SBDM council committee minutes</i> • <i>SBDM council policy</i>
RECORDS TO BE RETAINED FOR FIVE YEARS
<ul style="list-style-type: none"> • <i>Board policy waiver requests*</i> • <i>School council policy appeals*</i> • <i>Annual transformation plan (CSIP)*</i> <p style="text-align: center;"><i>*Retain for five years, then destroy</i></p>
RECORDS TO BE RETAINED FOR THREE YEARS
<ul style="list-style-type: none"> • <i>Budget expenditure report*</i> • <i>Request for professional development*</i> • <i>Parent council member election records*</i> • <i>Teacher council member election records*</i> • <i>Council member training record file*</i> <p style="text-align: center;"><i>*Retain for three years, then destroy</i></p>
RECORDS TO BE RETAINED FOR ONE YEAR
<ul style="list-style-type: none"> • <i>SBDM council/committee meeting notifications*</i> <p style="text-align: center;"><i>*Retain for one year, then destroy</i></p>

This information was adapted from the State Archives and Records Commission *State Agency Records Retention Schedule*, which can be found online at <http://kdla.ky.gov>.

Staffing Allocations and KRS 157.360

After receiving notification of the funds available for the school from the local board, the school council shall determine, within the parameters of the total available funds, the **number of persons** to be employed in each job classification at the school. As outlined in KRS 157.360(5)(a), base funding levels include the following:

Primary Grades	24:1
Grade 4	28:1
Grades 5 & 6	29:1
Grades 7 to 12	31:1

An addition to these base levels is a requirement for secondary schools that includes a maximum of 150 per-pupil hours [KRS 157.360(5)(b)]. Two parts of the staffing base funding levels can cause confusion for school council members and others in the school community: base levels for primary grades and the 150 per-pupil hours for secondary schools. *Note that school councils are not bound by these maximum class size limits once the school receives the allocations.* School councils determine, within the number of staff allocated, the job classifications for each of the positions.

Understanding Primary Program Allocations

Primary school is defined in KRS 158.031 as being multi-aged groupings. To this effect, the allocation of staff for primary school is based on the **total number of students** included in an enrollment from the time they enter school (i.e., kindergarten) to the time they exit (i.e., grade3). Therefore, as a school district determines the staff for the primary grades at an elementary school, the school district will add the total number of students in the primary grades as a whole and then divide by a maximum of 24 (number can be lower based on district choice in the allocation formula) to get the number of teacher positions.

Understanding Secondary School Allocations

When KRS 157.360 was enacted, most secondary schools operated on a six-period day within semester schedules. Scheduling concepts such as alternative models and block schedules including trimester schedules were not factored into legislation. Once the base level funding language is added into the staffing allocation formula, class size loads for middle and secondary school classroom teachers cannot exceed the equivalent of 150 pupil hours per day. This means that each classroom teacher who is allocated to grades 7-12 cannot have more than 150 per-pupil hours. One hundred-fifty per-pupil hours of instruction during a six-hour school day would yield a **ratio of 25:1**. Again, school councils are not bound by these maximum class size limits once the allocations are received by the school. School councils determine, within the number of staff allocated, the job classifications for each of the positions.

Achievement Gaps

158.649 Achievement gaps -- Data on student performance -- Policy for reviewing academic performance -- Student achievement targets -- Reporting requirements -- Review and revision of improvement plan.

(1) "Achievement gap" means a substantive performance difference on each of the tested areas by grade level of the state assessment program between the various subgroups of students as described in the Every Student Succeeds Act of 2015, Pub. L. No. 114-95, or its successor, including male and female students, students with and without disabilities, students with and without English proficiency, minority and nonminority students, and students who are eligible for free and reduced lunch and those who are not eligible for free and reduced lunch.

(2) By October 1 of each year, the Department of Education shall provide each school council, or the principal if a school council does not exist, data on its students' performance as shown by the state assessment program described in KRS 158.6453. The data shall include, but not be limited to, information on performance levels of all students tested, and information on the performance of students disaggregated by race, gender, disability, English proficiency, and participation in the federal free and reduced price lunch program, and any other subgroups as described in the Every Student Succeeds Act of 2015, Pub. L. No. 114-95, or its successor. The information from the department shall include an equity analysis that shall identify the substantive differences among the various groups of students identified in subsection (1) of this section. Beginning with the 2012-2013 school year, the reporting requirement in this subsection shall be no later than seventy-five (75) days following the first day the assessment can be administered.

(3) Each local board of education upon the recommendation of the local district superintendent shall adopt a policy for reviewing the academic performance on the state assessments required under KRS 158.6453 for various groups of students, including major racial groups, gender, disability, free and reduced price school lunch eligibility, and limited English proficiency. The local board policy shall be consistent with Kentucky Board of Education administrative regulations. Upon agreement of the school-based decision making council, or the principal if there is not a council, and the superintendent, the local board shall establish an annual target for each school for reducing identified gaps in achievement as set out in subsection (4) of this section.

(4) By February 1 of each year, the school-based decision making council, or the principal if there is not a council, with the involvement of parents, faculty, and staff shall set the school's targets for eliminating any achievement gap and submit them to the superintendent for consideration. The superintendent and the school-based decision making council, or the principal if there is not a council, shall agree on the targets before they are submitted to the local board of education for adoption.

(5) By January 1 of each year, the school council, or the principal if a school council does not exist, with the involvement of parents, faculty, and staff, shall review the data and revise the school improvement plan to include the targets, strategies, activities, and a time schedule

calculated to eliminate the achievement gap among various groups of students to the extent it may exist. The plan shall include but not be limited to activities designed to address the following areas:

- (a) Curriculum alignment within the school and with schools that send or receive the school's students;
- (b) Evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work;
- (c) Professional development to address the goals of the plan;
- (d) Parental communication and involvement;
- (e) Attendance improvement and dropout prevention; and
- (f) Technical assistance that will be accessed.

(6) The principal shall convene a public meeting at the school to present and discuss the plan prior to submitting it to the superintendent and the local board of education for review, in the public meeting required under KRS 160.340.

(7) Based on the disaggregated assessment results, the local board shall determine if each school achieved its targets for each group of students. Only data for a group of students including ten (10) or more students shall be considered.

(8) Notwithstanding KRS 160.345(8) and 158.070(8), if a local board determines that a school has not met its target to reduce the identified gap in student achievement for a group of students, the local board shall require the council, or the principal if no council exists, to submit its revisions to the school improvement plan describing the use of professional development funds and funds allocated for continuing education to reduce the school's achievement gap for review and approval by the superintendent. The plan shall address how the school will meet the academic needs of the students in the various groups identified in subsection (1) of this section.

(9) The superintendent shall report to the local school board and the commissioner of education if a school fails to meet its targets in any academic content area to reduce the gap in student achievement for any student group for two (2) consecutive years. The school's improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance as defined in KRS 160.346 to schools as it deems necessary to assist the school in meeting its goals.

(10) The school-based decision making council, or the principal if there is not a council, shall no longer be required to seek approval of the plan under subsections (8) and (9) of this section when it meets its target for reducing the gap in student achievement for the various groups of students identified in subsection (1) of this section.

Effective: April 10, 2017

Glossary

Ability grouping: the practice of assigning students to classes on the basis of their past achievement or presumed ability to learn

Academic expectations: the centerpiece of Kentucky's education reform effort is its vision of what students should know and be able to do as a result of their school experience

Accelerated learning: advanced courses or classes in which highly motivated students study subjects and topics that are beyond their grade level

ACCESS for ELL (Assessing Comprehension and Communication in English State-to-State): an English language assessment tied to the state's language proficiency standards with varying stages of second language acquisition

Accommodations: changes in the design or administration of tests in response to the special needs of students with disabilities or students who are learning English

Accountability: the concept that individuals (e.g., students, teachers, administrators) or organizations (e.g., schools, districts) should be held responsible for improving student achievement

Achievement gap: persistent, pervasive, and significant disparity in educational achievement and attainment among groups of students as determined by a standardized measure

Ad hoc committee: a committee that is formed to complete a specific task

Admission and release committee (ARC): the required meeting during which all required members, including parents, a district representation, regular and special education teachers and the child, when appropriate, participate in determining the child's IEP

AdvancED: A national education company, with an office in Kentucky, that provides school improvement and accreditation resources for Kentucky schools and districts. The ASSIST planning program and the standards used for diagnostic reviews of persistently low-achieving schools are both AdvancED products.

Advanced Placement (AP) courses: college-level courses offered by high schools to students who are above average in academic standing

Alignment: the degree to which curriculum, instruction, textbooks and other instructional materials reflect and reinforce the state's academic standards and accountability process

Allocation: the amount of funds available for school and/or district use as determined by the parameters of the program or grant

Annual measurable objective: a measurement used to determine compliance with the student accountability system

Arts and humanities: courses of study that include music, visual arts, dance and drama

Assessment: a test of abilities

Audit: A careful check or review of something

Average daily attendance (ADA): the total number of days of student attendance divided by the total number of days in the regular school year; used to determine SEEK funding to districts and materials allocations to schools.

Average freshman graduation rate (AFGR): the graduation rate formula Kentucky uses

ASVAB (Armed Services Vocational Aptitude Battery): used by the military to determine qualification for enlistment

Balanced assessment: an assessment plan that includes classroom formative and summative assessments, benchmark or interim assessments and a statewide assessment system

Benchmark assessments: tests that are designed to measure progress during a course of instruction, usually administered on a regular schedule; also known as interim assessments

Best practices: a phrase to describe what are thought to be the most effective methods to improve student achievement

Block scheduling: a way of organizing the school day into blocks of time longer than typical class periods

Bylaws: a document that clarifies the operating procedures of a governing body

Career studies: learning about finding and keeping jobs; included in the *Kentucky Academic Standards* and part of the Program Review with practical living.

Categorical programs: state or federal programs granting funds to school and/or districts for specific children (e.g., Title I, Title II, extended school services)

Certified staff: a school employee who is required to hold a certificate for his/her position issued by the Education Professional Standards Board (EPSB)

Chief state school officer: the state commissioner of education; currently Dr. Stephen Pruitt

CIITS (Continuous Instructional Improvement Technology System): a web-based program that provides teachers with resources for planning curriculum, lessons and assessments that are aligned with the *Kentucky Academic Standards*

Class cap size: the maximum number of students per class, used only to determine the allocation of staff and not necessarily the number of students in the class or course at any one particular time

Classified staff: a school employee who is not required to hold a teaching certificate (e.g., instructional assistants, paraeducators and secretaries)

Cognitive data: data relating to student performance (e.g., assessments)

Cohort: a particular group of students educated together and graduating high school together

College- and career-ready: a term used to describe the overall goal for all Kentucky students

Commissioner of education: the chief state school officer, currently Dr. Stephen Pruitt

Common Core State Standards: Sets of standards developed by a voluntary consortium of states; designed to align elementary and high school education with college readiness

requirements. English/language arts and mathematics standards were the first to be developed by the consortium. Kentucky formally adopted the standards, calling them *Kentucky Academic Standards*.

CDIP/CSIP (Comprehensive District/School Improvement Plan): the district or school's plan for improvement based on a need assessment; includes strategies and activities for teachers and administrators

Consensus: a process that requires participants to come to a common ground during decision making

Constructed response item: a question in which the student is required to construct a written answer and one that may have more than one answer; an essay question

Criterion-referenced assessment: a test that measures a student's mastery of skills or concepts set forth in a list of criteria, typically a set of performance objectives or standards

Curriculum: a description of what is to be taught in schools and/or districts

Developmentally appropriate instruction: instruction that is suited to the student's age, physical ability and mental development

Diagnostic review: Process examining the extent to which a school (or school system) has enacted effective policies, practices, conditions and cultures that maximize learner success and support continuous improvement of student achievement

Disaggregated data: data that is broken down into segments (e.g., by subgroups, by grade spans, by classes) in order to interpret it for improvement planning

Distinguished: the performance level that exceeds state expectations

Dropout rate: a proportion of students who do not complete high school

Education Professional Standards Board (EPSB): the state agency that is responsible for the certification of teachers and administrators

Educational recovery director (ERD): the person who oversees the school improvement process in a particular region of the state

Education recovery leader (ERL): the person who assist principals and school leadership in a school identified as a Priority School

Educational recovery specialist (ERS): the person who oversees the school improvement process in an identified Priority School

End-of-course (EOC) exams: Tests used as a major component of high school assessment and accountability. Assessments for English II, Algebra II, biology and U.S. history, purchased as part of ACT's QualityCore program, were first used during the 2011-12 school year.

English as a second language (ESL): classes or support programs for students whose native language is not English

English/language arts (ELA): previously known as English; includes reading, writing, speaking, listening and observing

English-language learner (ELL): a student whose home language is not English and who has not yet acquired proficiency in English

Extended school services (ESS): instructional and support services provided by school districts for students who need additional time to achieve academic expectations

Family resource youth services center (FYRSC): programs and/or services provided by center staff that assist families and students with identified needs to remove barriers to learning

Flexible grouping: short-term grouping of students for various purposes (e.g., skill development)

Formative assessment: any assessment used by teachers to evaluate students' knowledge and understanding of particular content and then to adjust and plan further instructional practices

Free appropriate public education (FAPE): special education and related services provided to students with special needs at no cost to their families

Gifted and talented (GT): a program to assist students who have been identified by testing or another measure as unusually intelligent or talented

Graduation rate: a proportion of students who graduate high school within a four-year period

Inclusion: the practice of placing student with disabilities in regular classrooms; also known as mainstreaming

Individual education plan (IEP): a detailed education plan created for students with disabilities

Individuals with Disabilities Education Act (IDEA): a federal law that guarantees children with special needs a free appropriate public education (FAPE) and requires that each student's education be determined on an individual basis and designed to meet his or her needs in the least restrictive environment possible

Individual learning plan (ILP): a web-based tool that allows students to explore, plan and prepare for their future; a required activity for student in grades 6-12

Infinite Campus (IC): the state's student information system

Instruction: the way in which students are taught the school's curriculum

Interim assessment: test that are designed to measure progress during a course of instruction, usually administered on a regular schedule; also known as benchmark assessments

Intervention: a program that does something different from what was done before in an attempt to improve achievement

Job-embedded professional development: professional development activities that occur during the school day

Kentucky Administrative Regulations (KAR): regulations that support Kentucky's laws

Kentucky Association of School Councils (KASC): a not-for-profit membership organization supporting school councils as they work to help students succeed.

Kentucky Board of Education (KBE): the group appointed by the governor to oversee the actions of the state education agency

Kentucky Department of Education (KDE): the state education agency

Kentucky Educational Television (KET): Kentucky's preeminent public media organization; provides online SBDM training

Kentucky Education Technology System (KETS): the state's plan on how technology is integrated into the school's curriculum

Kentucky Performance Rating for Educational Progress (K-PREP): the system of assessments for Kentucky

Kentucky Revised Statutes (KRS): Kentucky's laws

KOSSA: Kentucky Occupational Skills Standards Assessment: one of two measures that can be given to students to meet the career ready technical portion of college and career readiness.

KYOTE (Kentucky Online Testing): a mathematical examination management system that supports academic outreach by a consortium of Kentucky colleges, universities and school districts

Least restrictive environment: the setting in which students with disabilities can be educated alongside their peers without disabilities to the maximum extent possible

Limited English proficiency (LEP): label applied to a student from a non-English-speaking background who has not yet learned English

Local education agency (LEA): a school district

Looping: the practice of having one teacher educate a student for more than one school year

Mainstreaming: the practice of placing students with disabilities in regular education classrooms; also known as inclusion

Manipulative: physical objects used to represent concepts

Master schedule: the complete schedule of classes or courses that each teacher teaches during a school day or week

Media specialist: a librarian who has specific training in technology instruction

Migrant education: academic and support services for students whose families migrate to find employment in agriculture

MUNIS: the software used to manage district and school financial records

National Assessment of Educational Progress (NAEP): a national testing program funded by the U.S. Department of Education (USED)

Needs Improvement: a school or district achievement classification; formerly known as apprentice level

No Child Left Behind (NCLB): the title given by President George W. Bush for the reauthorization of the Elementary and Secondary Education Act (ESEA)

Non-cognitive data: nonacademic data used to determine needs; can include attendance, retention, discipline referrals, graduation rate and dropout rate

Nonperformance: a term delegating a student's lack of effort or omission of an assessment item

Norm-referenced test (NRT): a standardized assessment designed to compare the scores of individuals or groups of individuals with a representative sample of individuals with similar characteristics

Novice: A low student performance level, but consistent with a student having made an effort.

On-demand writing: a writing sample that addresses a specific prompt during a predetermined time frame

Open meetings law: Kentucky law protecting rights of citizens and the press to attend meetings of school councils, committees created by councils, school boards and many other government agencies.

Open records act: Kentucky law providing for rights of citizens to review records of school councils and many other government agencies.

Paraprofessional/paraeducator: a classified employee who assist teachers in a classroom setting

Parent compact: a written agreement of shared responsibility that defines goals and expectations of schools and families as partners in improving student achievement

Parent engagement: the active involvement of families in the daily lives and schooling of their children

Peer review: the process where district administrators, school administrators, teachers and/or parents come together to review and provide suggestions in regards to district or school improvement plans

Policy: a written process adopted by a governing body that dictates the operation of the organization

Practical living/vocational studies: a collection of subjects including health and safety, consumerism and physical education

Primary school: a Kentucky statutory requirement for the early years of elementary school characterized by multiage and multilevel groupings; primary school ends when a student enters grade 4

Professional development: activities and trainings intended to teach teachers and/or administrators the knowledge and skills needed to perform their job effectively

Professional learning community (PLC): an identified group of teachers and other school staff that meets regularly to assess student work and determine student interventions

Proficient: the academic goal for all Kentucky's students

Quorum: The number of members required at a school council meeting to conduct business or take action; this number is noted in school council bylaws.

Restructuring: the redesigning of a school, either voluntarily or involuntarily

Resource room: a specialized room where students can go to receive individualized instruction

Rigor: being academically challenging

Rubric: a set of criteria for evaluating student work or for scoring assessments; a scoring guide

School improvement plan (CSIP): the school's plan for improvement based on a needs assessment; includes strategies and activities for teachers and administrators

Schoolwide program: an instructional supplemental program for Title I schools that have greater than 40 percent low income population

Special education: a program designed to meet the unique needs of students with identified disabilities

State education agency (SEA): the Kentucky Department of Education

Summative assessment: an assessment at the end of a unit of study

Superintendent's Annual Attendance Report (SAAR): provides a summary of each district's aggregate attendance data for the entire school year

Support Educational Excellence in Kentucky (SEEK): the funding base set by the General Assembly for Kentucky's schools and districts

Targeted Assistance Program: an instructional supplemental program for Title I schools that have less than 40 percent low income population

TELL KY: A survey document that gives every certified staff member in Kentucky's public schools an opportunity to provide feedback to their schools, districts and state agencies concerning working conditions in areas such as leadership, facilities, resources, professional development, empowerment and time (TELL stands for Teaching, Empowering, Leading and Learning)

Title I: a federally funded supplemental program designed to provide services for low income disadvantaged students and families

Title II: a supplemental program that provides funds to prepare, train and recruit high-quality teachers

Title III: a supplemental program that provides funds to assist with students who do not speak English as their primary home language

Title VI: a supplemental program that provides funds to assist rural school districts.

Title X: a supplemental program that provides funds to assist with the education of identified homeless students